The Buckinghamshire
Primary Pupil Referral Unit
Perseverance Respect Understanding

Statement of Behaviour Principles from the Management Committee – Summer 2026

Background

This statement has been drawn up in accordance with the Education and Inspections Act 2006 and DfE guidance. The purpose of the statement is to provide guidance for the Headteacher in drawing up the behaviour suite of policies for the Buckinghamshire Primary Pupil Referral Unit to ensure that there are shared aspirations and principles between members of the PRU Management Committee, staff, parents/carers and pupils as well as taking full account of law and guidance on behaviour matters. It is intended to help all PRU staff to be aware of, and understand the extent of, their powers in respect of discipline and sanction and how to use them. Staff should be confident that they have the Management Committee's support when following this guidance.

The Headteacher has the responsibility for the writing of Relational policy at the school, although full account should be taken of these principles when doing so. The Headteacher is also asked to take account of the guidance in the DfE publication Behaviour and Discipline in School: a guide for Headteachers and school staff (January 2016).

Behaviour Principles at the PRU

The Relational Policy, together with the Suspensions and exclusions Policy and Use of Force Policy, are made available to staff each year and are held within the PRU policies in the shared drives. The PRU website also holds these policies. Parents/carers are made aware of our policies and approach to behaviour management during inreach placement meetings.

PRU staff will communicate with parents and carers on a regular basis through the Home/PRU agreement and regular review meetings so that parents/carers can be encouraged to support their child to develop and maintain a positive approach to good behaviour.

The Management Committee and all PRU staff are committed to adopting a trauma-informed approach to behaviour, recognising that many pupils may have experienced adverse childhood experiences, trauma, loss, or significant disruption in their lives. We understand that behaviour is often a form of communication and that some behaviours may reflect unmet emotional, social, or developmental needs. Through positive relationships, consistency, empathy, and restorative practice, staff will seek to understand the underlying causes of behaviour and provide appropriate support alongside clear boundaries and expectations. This approach is important because it helps pupils feel safe, valued, and understood, enabling them to develop self-regulation skills, build resilience, engage successfully in learning, and achieve positive outcomes both within the PRU and beyond.

We are committed to improving outcomes for our pupils by providing opportunities for them to learn both academically and behaviourally and prepare them for the opportunities, responsibilities and challenging experiences of life, including returning to an appropriate school setting.

Principles

At the PRU, we recognise that positive relationships are the foundation for learning, wellbeing and personal growth. We understand that behaviour is a form of communication and that children and young people may communicate unmet needs, distress, anxiety, trauma or difficulties through their behaviour. Our approach is underpinned by the principles of safety, connection, belonging, respect, inclusion and accountability.

Our Principles:

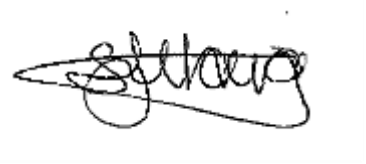
- ✓ Every pupil has the right to learn, feel safe and experience success. We work together to create learning environments where everyone can access education without disruption, while recognising that behaviour difficulties are opportunities for support, teaching and growth.
- ✓ Every child is unique. We seek to understand each pupil's experiences, strengths, needs and individual circumstances, adapting our approaches where necessary to enable them to thrive.
- ✓ We recognise that behaviour is often a communication of need. Staff respond with curiosity, empathy and professional judgement, seeking to understand the reasons behind behaviour while maintaining clear and consistent expectations.
- ✓ Positive, trusting relationships are at the heart of our practice. We prioritise connection before correction and recognise that strong relationships support regulation, engagement and learning.
- ✓ All staff actively notice, celebrate and reinforce strengths, effort, progress and positive behaviour. When difficulties arise, staff respond promptly, proportionately and restoratively, using approaches that preserve dignity and promote learning.
- ✓ We maintain clear, predictable and consistent expectations across the PRU. These provide pupils with the safety, structure and certainty needed to support emotional regulation and successful participation in school life.
- ✓ Responses to behaviour are fair, equitable and informed by individual needs, developmental understanding and any identified special educational needs or disabilities (SEND). Consistency does not mean treating every pupil identically; it means responding in a way that is predictable, reasonable and appropriate.
- ✓ Everyone has the right to be listened to, valued, respected and understood. We strive to create an environment where all members of the school community feel physically, emotionally and psychologically safe.
- ✓ As an inclusive PRU, we are committed to ensuring that all members of our community are free from discrimination, harassment, victimisation and prejudice. We uphold our responsibilities under the Equality Act 2010 and actively promote diversity, equity and inclusion.
- ✓ All adults within the PRU, including staff, volunteers and governors, model the values, behaviours and relationships we wish to see. Adults demonstrate calmness, respect, empathy, professionalism and emotional regulation, particularly during times of challenge.
- ✓ We support pupils to develop self-awareness, self-regulation, resilience and personal responsibility. Mistakes are viewed as opportunities for learning, repair and growth rather than simply occasions for punishment.
- ✓ We are committed to restorative practice. Where relationships have been harmed, we support pupils and staff to repair, rebuild trust and restore relationships whenever it is safe and appropriate to do so.
- ✓ Bullying, intimidation, discrimination and harmful behaviour are not accepted. We respond to such incidents in ways that prioritise safety, accountability, education, support and relationship repair.

- ✓ Where concerns arise regarding a pupil's behaviour, we work collaboratively with parents, carers, mainstream schools and other professionals to promote consistent, supportive approaches across all settings.
- ✓ We seek advice and support from appropriate agencies when needed. This includes consideration of safeguarding concerns, adverse childhood experiences, SEND, neurodiversity, mental health needs, family circumstances and physical wellbeing.
- ✓ Consequences are educational, relational and proportionate. They are designed to support reflection, accountability, restoration and future success, rather than simply to punish. Consequences take account of individual needs, level of understanding and the specific circumstances of each incident.
- ✓ Physical or verbal aggression, abuse, threatening behaviour and harmful online conduct are taken seriously because everyone has the right to feel safe and respected. Responses will prioritise safety, de-escalation, support and accountability.
- ✓ Staff use de-escalation, co-regulation and relational approaches wherever possible. Restrictive physical intervention will only ever be used as a last resort, in accordance with statutory guidance, when necessary to prevent harm and when no less intrusive option is available.
- ✓ The PRU fulfils its statutory safeguarding duties and works proactively to protect all pupils, particularly those who may be vulnerable, at risk of exploitation, radicalisation, abuse or neglect.
- ✓ We are committed to promoting emotional wellbeing, mental health, physical safety and positive outcomes for all pupils. We continually review our practice in light of current legislation, research and guidance to ensure that our approach remains effective, inclusive and responsive.

Signed…… Date……..

(Chair of the Management Committee)

Signed: Date:



(Headteacher)